



Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCSE
In Religious Studies A (1RA0)
Paper 2: Area of Study 2 - Study of Second
Religion
Option 2A: Catholic Christianity

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question number	Answer	Reject	Mark
1(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> • Jesus' death was a sacrifice for sin(1) • Jesus' death shows victory of life over death (1) • Jesus' death shows he was the perfect offering (1) • It demonstrates God's love (1) • Jesus' death is the means by which forgiveness is achieved (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Lists (maximum of one mark) 	(3)

Question number	Answer	Reject	Mark
1(b)	<p>AO1 4 marks</p> <p>Award one mark for providing a belief. Award a second mark for development of the belief. Up to a maximum of four.</p> <ul style="list-style-type: none"> • Some Christians take the biblical accounts of Creation literally, (1) meaning it is the true account of how the universe and human beings were created (1) • Some Christians regard the Creation account as symbolic (1) and they might look to science to help them understand how God made the universe (1) • Some Catholics believe that God brought the universe into being from nothing (ex nihilo) (1); this shows the omnipotent nature of God (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated belief/development • Development that does not relate both to the belief given and to the question. 	(4)

Question number	Answer	Reject	Mark
1(c)	<p>AO1 5 marks</p> <p>Award one mark for each reason. Award further marks for each development of the reason up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> • Believing in Jesus as the Son of God gives Christians the chance to see what God is like (1) the love and compassion shown by Jesus inspires Christians today to share God's love (1) 'The light shines in the darkness, and the darkness has not overcome it' (John 1:5) (1) • Understanding that Jesus as the Son of God helps Christians to know Jesus was fully human (1) this means that he can understand the physical and emotional pain people might suffer (1) 'The Word became flesh and made his dwelling among us' (John 1:14) (1) • Only the Son of God could bring salvation from sin (1). The sacrifice of God the Son gives people the chance to enter heaven (1) 'to those who believed in his name, he gave the right to become children of God' (John 1:12) (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason/ development • Development that does not relate both to the reason and to the question • Reference to a source of wisdom that does not relate to the reason given. 	(5)

Question number	Indicative content	Mark
1(d)	<p>AO2 12 marks, SPaG 3 marks</p> <p>Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>AO2</p> <p>Arguments for the statement:</p> <ul style="list-style-type: none"> • The Old Testament makes many references to hell as a place of eternal punishment, and Catholics respect the Old Testament and try to live their lives in accordance with its teaching • Belief in hell is important to Catholics as it helps them realise that if they do not live their lives in a way that is free of sin they face eternal punishment • Belief in hell is confirmed in the Catechism of the Catholic Church; it is described as eternal separation from God, and so Catholics should be worried about this removal from the presence of God. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • Most Christians believe that God does not predestine anyone to hell, and they have confidence that if they are truly sorry for their sins they will be forgiven, so everyone can avoid hell by repenting • Some modern Anglican theologians have rejected the idea of hell; it is understood simply as a metaphor for the consequences of sin; all Christians should focus on doing what is right regardless of reward or punishment • Some Eastern Churches believe in the possibility of a final purification after death, where those who die 'imperfectly purified' can undergo purification, so even sinners, if they die in God's friendship, do not need to fear hell. <p>Accept any other valid response.</p> <p>Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints (as instructed in the question) cannot achieve marks beyond Level 2.</p>	(15)

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1-3	<ul style="list-style-type: none"> Information/issues are identified and make superficial connections among a limited range of elements in the question, underpinned by isolated elements of understanding of religion and belief. Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4-6	<ul style="list-style-type: none"> Superficial connections are made among many, but not all, of the elements in the question, underpinned by a limited understanding of religion and belief. Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.
Level 3	7-9	<ul style="list-style-type: none"> Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by an accurate understanding of religion and belief. Connections are made among many, but not all, of the elements in the question. Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.
Level 4	10-12	<ul style="list-style-type: none"> Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by a sustained, accurate and thorough understanding of religion and belief. Connections are made among the full range of elements in the question. Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.

SPaG

Marks		Descriptors
0 marks	No marks awarded	<ul style="list-style-type: none">• The candidate writes nothing• The candidate's response does not relate to the question.• The candidate's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.
1 mark	Threshold performance	<ul style="list-style-type: none">• Candidates spell and punctuate with reasonable accuracy.• Candidates use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.• Candidates use a limited range of specialist terms as appropriate.
2 marks	Intermediate performance	<ul style="list-style-type: none">• Candidates spell and punctuate with considerable accuracy.• Candidates use rules of grammar with general control of meaning overall.• Candidates use a good range of specialist terms as appropriate.
3 marks	High performance	<ul style="list-style-type: none">• Candidates spell and punctuate with consistent accuracy.• Candidates use rules of grammar with effective control of meaning overall.• Candidates use a wide range of specialist terms as appropriate.

Question number	Answer	Reject	Mark
2(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> • To offer thanksgiving to God (1) • To pray for the deceased (1) • To offer support to the bereaved (1) • To commend the soul of the deceased to God (1) • To act as a reminder that death is not the end (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Lists (maximum of one mark) 	(3)

Question number	Answer	Reject	Mark
2(b)	<p>AO1 4 marks</p> <p>Award one mark for providing a reason. Award a second mark for development of the reason. Up to a maximum of four.</p> <ul style="list-style-type: none"> • Through sacraments Catholics receive grace and blessings from God; (1) this comes through the ritual actions of each sacrament (1) • Sacraments make Catholics stronger in their faith (1) they believe the words and actions have been given by Christ (1) • Sacraments bring Catholics closer to God (1) as a sacrament is an outward sign of an invisible grace (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason/ development • Development that does not relate both to the reason given and to the question. 	(4)

Question number	Answer	Reject	Mark
2(c)	<p>AO1 5 marks</p> <p>Award one mark for each belief. Award further marks for each development of the belief up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> • In Evangelii Gaudium it says, 'Progress in building a people in peace, justice and fraternity depends on four principles related to constant tensions present in every social reality' (221) (1). Therefore, peacemaking is an integral part of Catholic Social Teaching (1) people need to act in conscience when demands are made of them that challenge the Gospel of peace (1) • The Gospel tells us to 'love thy neighbour' (Mark 12:31) (1) highlighting that pursuit of peace lies at the heart of Catholic life (1) and so encouraging Catholics to overcome indifference and win peace (1) • The desire for peace corresponds to the duty and right to develop just communities (1) which is part of God's plan for humanity as they are made for the peace which is God's gift (1) and the Church proclaims 'the Gospel of peace' (Ephesians 6:15) (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated belief / development • Development that does not relate both to the belief and to the question • Reference to a source of wisdom that does not relate to the belief given. 	(5)

Question number	Indicative content	Mark
<p>2(d)</p>	<p>AO2 12 marks</p> <p>Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>AO2</p> <p>Arguments for the statement:</p> <ul style="list-style-type: none"> • The Lord's Prayer is the most important as it was the prayer that was taught by Jesus to the disciples as an example of how they should pray • The Lord's Prayer shows the importance of God to Christians, it begins with an explanation of the relationship that Catholics should have with God, that of a father and child • The Lord's Prayer is used by most Christians, the prayer describes the beliefs that Christians have in common rather than what divides them, because of this it unites them in one community. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • Some Catholics would say that the Lord's Prayer is not the most important prayer, they would say that it is a template for prayer, and that all prayers are equal • Some Catholics would say that the Lord's Prayer can lead to rote recitation, without thinking about the words that are being said, and the addition of personal informal prayer is always needed • Some Catholics would say that it is what is in a person's heart that matters, that any form of prayer can bring a person to God. <p>Accept any other valid response.</p> <p>Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints (as instructed in the question) cannot achieve marks beyond Level 2.</p>	<p>(12)</p>

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1-3	<ul style="list-style-type: none"> Information/issues are identified and make superficial connections among a limited range of elements in the question, underpinned by isolated elements of understanding of religion and belief. Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4-6	<ul style="list-style-type: none"> Superficial connections are made among many, but not all, of the elements in the question, underpinned by a limited understanding of religion and belief. Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.
Level 3	7-9	<ul style="list-style-type: none"> Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by an accurate understanding of religion and belief. Connections are made among many, but not all, of the elements in the question. Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.
Level 4	10-12	<ul style="list-style-type: none"> Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by a sustained, accurate and thorough understanding of religion and belief. Connections are made among the full range of elements in the question. Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.